

APPENDICES



SILABUS PEMBELAJARAN

Sekolah :

Kelas : VII (tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 1 (satu)

Standar Kompetensi : 1. Mendengarkan

memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk	1.Percakapan singkat memuat ungkapan-ungkapan : Contoh : • -A : <i>Good morning</i> <i>How are you ?</i> <i>B : Fine Thanks.</i> <i>Nice to meet you</i> • -A : <i>Hello, I'm Nina</i>	<ul style="list-style-type: none"> Tanya jawab yang terkait dengan materi Membahas kosa kata dan tata bahasa yang terkait dengan sapaan, perkenalan, memberi perintah atau 	Merespon ungkapan ungkapan 1.Sapaan orang yang sudah / belum dikenal 2.Perkenalan diri sendiri / orang	1.Tes lisan 2.Tes tertulis	1.Merespon ungkapan lisan 2.Pilihan Ganda	<i>Listen to the expressions and give your response.</i> 1 .A: <i>Good morning.</i> B: 2. <i>Listen to the expressions and choose the best option.</i> A : <i>"Hi, I'm Yeny,Nice to meet</i>	2x40 menit	Script Bahan-bahan rekaman (kaset, CD , VCD)

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri / orang lain, dan memerintah atau melarang</p>	<p><i>B : Hi, I'm Reny</i> <i>Nice to meet you</i></p> <ul style="list-style-type: none"> -A : <i>Don't do that</i> B : <i>No. I won't</i> -A : <i>Stop it</i> B : <i>Ok</i> <p>2. Tata Bahasa Verb be Imperatives</p> <p>3. Kosakata</p> <ul style="list-style-type: none"> Kata Terkait Tema Kata Terkait Jenis Teks 	<p>melarang</p> <ul style="list-style-type: none"> Mendengarkan percakapan yang terkait dengan sapaan, perkenalan, memberi perintah atau melarang. Menjawab / merespon pertanyaan tentang percakapan yg didengar. 	<p>lain</p> <p>3. Perintah / larangan</p>	3. Unjuk kerja	3. Melakukan perintah guru	<p><i>you</i></p> <p><i>B : ...</i> <i>a. oh, really ?</i> <i>b. Thank you so much</i> <i>c. It's a pleasure</i> <i>d. Nice to meet you, Too</i></p> <p>3. <i>Give it to me !</i></p>		
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)</p>								

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Tanggungjawab (<i>responsibility</i>)								
Berani (<i>courage</i>)								
1.2. Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan	1. Percakapan singkat memuat ungkapan-ungkapan sebagai berikut: Contoh : <i>A : Where's the book?</i> <i>B : It's there.</i> <i>A : Thank you.</i> <i>B : You're welcome.</i> <i>A : I'm sorry.</i> <i>B : it,s okay.</i> <i>A : Please..!</i> <i>B : All right thanks.</i>	1. Mendengarkan dan merespon percakapan tentang permintaan informasi, ungkapan terima kasih, permintaan maaf, kesantunan. 2. memperhatikan kosakata dan tata bahasa yang kemungkinan bisa muncul dalam topik materi 3. mendengarkan percakapan tentang permintaan informasi, ungkapan terima kasih,	Merespon ungkapan-ungkapan : 1. Meminta dan memberi informasi 2. Ungkapan terima kasih 3. Permintaan maaf 4. Kesantunan	1. Tes lisan 2. Tes tulis	1. Merespon pertanyaan / ungkapan lisan 2. Menjawab pertanyaan lisan secara tertulis	1. <i>Listen to the questions / expression and give your answer / response orally.</i> <i>a. A: How many persons are in the conversation?</i> <i>B:</i> <i>b. A: thank you so much.</i> <i>B:</i> 2 <i>Listen to the questions / expressions and write your answer / response.</i> <i>a. A : What's that ?</i> <i>B :</i> <i>b. A: Sorry I'm Late.</i>	2x40 menit	Buku guru Script percakapan tulis Rekaman percakapan dalam kaset, CD , DVD, film

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
mengungkapkan kesantunan		permintaan maaf dan kesantunan 4. mendengarkan gambit-gambit yang muncul dalam materi percakapan terkait. 5. menjawab / merespon pertanyaan berdasarkan materi yang diperdengarkan				<i>B:</i> <i>c. A : Come in, please !</i> <i>B : ...</i> <i>d. A : You are so kind.</i> <i>Thank you</i> <i>B : ...</i>		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggungjawab (<i>responsibility</i>)								

SILABUS PEMBELAJARAN

Sekolah :

Kelas : VII (tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 1 (satu)

Standar Kompetensi : 2. Mendengarkan

Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
2.1 Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan	1. Teks fungsional pendek. Contoh: <ul style="list-style-type: none"> • <i>Keep closed !</i> • <i>Things to buy :</i> <ul style="list-style-type: none"> - <i>Sugar</i> - <i>Flour</i> - <i>Meat</i> - <i>Butter</i> • <i>Congratulations !</i> - <i>Well done !</i> 	1. Tanya jawab yang terkait dengan materi 2. Membahas kosakata & tata bahasa: verb phrase yang berkaitan dengan instruksi, ucapan selamat; <i>noun phrase</i> yang berkaitan dengan daftar benda/barang 3. Mendengarkan	1. menentukan makna dalam teks lisan fungsional pendek berupa: <ul style="list-style-type: none"> - Instruksi - Daftar benda / barang (<i>Shopping list</i>) - Ucapan selamat - Pengumuman 	1. Tes tulis 2. Tes Lisan	Pilihan ganda Jawaban Singkat	1. <i>Listen to the dialogue or expression or text and choose the right answer</i> 2. <i>What is the purpose of the teks?</i> 3. <i>What do you call this kind of teks?</i>	2x40 menit	Script percakapan Gambar benda-benda kebutuhan sehari-hari Bahan rekaman (kaset, CD, VCD, dll)

terdekat	<ul style="list-style-type: none"> • <i>Announcement !</i> • “ <i>School will close tomorrow since it's the WAISAK day.</i> ” 	berbagai contoh teks fungsional pendek 4. Menjawab/merespon pertanyaan tentang : <ul style="list-style-type: none"> a. Isi teks yang didengar b. Tujuan teks fungsional c. Bentuk teks fungsional 	2. Mengidentifikasi tujuan teks fungsional 3. Mengidentifikasi bentuk teks fungsional					
❖ Karakter siswa yang diharapkan :		Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggungjawab (<i>responsibility</i>) Berani (<i>courage</i>)						
	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi	Sumber

Kompetensi Dasar			Pencapaian Kompetensi	Teknik	Bentuk Instrumen	Contoh Instrumen	Waktu	Belajar
2.2. Merespon makna gagasan yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	<p>Teks fungsional pendek:</p> <p>Contoh:</p> <p>1.- <i>Congratulations !</i> - <i>Well done !</i></p> <p>2. <i>Announcement !</i> “ <i>School will close tomorrow since it's the WAISAK day</i> ”</p> <p>3. <i>Come in !</i></p> <p>4. <i>Things to bring along</i> <i>For camping</i> - <i>cooking utensils</i> - <i>tents</i> - <i>clothing</i></p> <p>Tata Bahasa :</p> <ul style="list-style-type: none"> • <i>Verb do/does</i> • <i>Future Tense</i> <p>Kosakata :</p> <ul style="list-style-type: none"> • <i>Kata terkait tema</i> • <i>Kata</i> 	<p>1. Mendengarkan dan merespon percakapan tentang makna yang tersurat dalam ungkapan fungsional pendek berupa instruksi, <i>shopping list</i>, <i>greeting card</i>, <i>announcement</i>.</p> <p>2. Memperhatikan kosakata dalam bahasa yang mungkin muncul dalam makna yang tersurat dalam ungkapan fungsional pendek lisan berupa instruksi, <i>shopping list</i>, <i>greeting card</i>, <i>announcement</i></p> <p>3. Mendengarkan teks-teks lisan fungsional pendek yang terkait dengan topik materi terkait</p> <p>4. Mengidentifikasi makna gagasan</p>	<p>1. Mengidentifikasi makna gagasan dalam teks lisan fungsional pendek berupa:</p> <ul style="list-style-type: none"> - Instruksi - <i>Shopping list</i> - <i>Greeting card</i> - <i>Announcement</i> <p>2. Mengidentifikasi makna interpersonal teks lisan fungsional pendek</p> <p>3. Mengidentifikasi makna tersirat dalam teks lisan fungsional pendek</p>	<p>1. Tes lisan</p> <p>2. Tes tulis</p> <p>3. Unjuk kerja</p>	<p>Daftar pertanyaan</p> <p>Game</p> <p>Melengkapi</p> <p>T/F</p> <p>Pilihan ganda</p> <p>Menjodohkan</p>	<p><i>Listen and answer the questions orally!</i></p> <p><i>Listen and mention as many shopping list items as you can remember</i></p> <p><i>Listen to the announcement and fill in the blank spaces</i></p> <p><i>Write down T/F for the statements below</i></p> <p><i>Choose the best answer by crossing a, b, c, or d</i></p> <p><i>Match the statements in list A</i></p>	2x40 menit	<p>Script teks fungsional pendek lisan</p> <p>Dari buku teks</p> <p>Script teks fungsional pendek lisan yang ada dalam kehidupan nyata</p> <p>Rekam kaset, CD , DVD, film</p>

	<p><i>terkait jenisteks</i></p> <p><i>Ungkapan Baku</i></p> <ul style="list-style-type: none">• <i>Great !</i>• <i>Wonderful</i>	<p>/interpersonal teks lisan fungsional pendek yang terkait dengan topik materi</p> <p>5. Menjawab pertanyaan-pertanyaan tentang berbagai informasi yang terdapat dalam materi teks</p>			<p>Respon dg tindakan</p>	<p><i>and B</i></p> <p><i>Listen to the instruction and do it!</i></p>		
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggungjawab (<i>responsibility</i>) Berani (<i>courage</i>)</p>								

LESSON PLAN (1ST MEETING)

School : SMP IT AL ISLAM KUDUS

Subject : English

Class : VII / I

Time allocation : 2 x 40 minutes

Skill : Listening

Material : Descriptive text

A. Standard Competence

Listening

Understanding the meaning of short functional texts and simple monolog text of descriptive in daily life context.

B. Basic Competence

Responding to the meaning in transactional conversation (To get things done) and interpersonal (social) very simple accurately, fluently and thankful to interact with the immediate environment that involves speech acts : asking and giving opinions and express their and dislikes, ask for clarification, and respond interpersonal.

C. Indicators

- Complete the sentence gaps in the conversation.
- Identifying the form descriptive text from conversation that was heard.

- Comprehending the content of the conversation that was heard.

D. Learning Objective

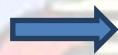
- Comprehend the sentence gaps in the conversation.
- Identifying the form of personal descriptive from conversation that was heard.
- Understand the content of the conversation that was heard.

E. Teaching material

Personal Descriptive Text

Personal descriptive text is a text which say what a person or thing is like and to describe and reveal a particular person, place, or thing.

ORIENTATION



The Eiffel Tower

The Eiffel Tower is located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable building in the world. The tower is the highest building in Paris and the most-visited monument in the world; millions of people visit it every year.

The engineer Gustave Eiffel came up with his name for this tower. The tower was built as the entrance arch to the 1889 World's Fair.

DESCRIPTION

The tower is 324 metres (1,063 ft) tall, and as height as an 81-story building. Upon its completion, it is higher than the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; but, due to the addition in 1957 of the antenna, the tower is now higher than the Chrysler Building and it is the second-tallest structure in France after the 2004 Millau Viaduct.

F. The Learning Step

NO	Teacher Activity	Students Activity	Character Building	Time
1	Pre Activites			
	<ul style="list-style-type: none">- Greeting the students- Praying- Checking the attendance list- Doing appreciation	<ul style="list-style-type: none">- The students answer the greeting- The students pray- The students give response- The students	politeness	3 min

		give responses		
2	Main Activities			
	<ul style="list-style-type: none"> - Delivering listening task - The teacher gives mask or cover mouth - The teacher gives instruction what should they do - The teacher show how to play the game who listening - Teacher ask students to submit their listening task - Teacher divide the students into 5 group, each group consits of 5 students - The teacher give the students time to discuss with their group - The teacher read the 	<ul style="list-style-type: none"> - Students pay attention - The students watch, listen carefully and do the listening task - The students play the game according to the teacher instruction - The students discuss the answer of listening task 	- Confidence	

	<p>question.</p> <ul style="list-style-type: none"> - The teacher start the game who listening 	<ul style="list-style-type: none"> - The representative of the group answer the teacher question (The fast will be the winner) - The students accept the teacher's reward 		
	<ul style="list-style-type: none"> - The teacher give reward to the students - The teacher connect between the game who listening with the material 	<ul style="list-style-type: none"> - The students pay attention 		
3	Post Activities			
	<ul style="list-style-type: none"> - Teacher does reflection by asking what they feel and concludes the material 	<ul style="list-style-type: none"> - The students respond the teacher conclusion 	<ul style="list-style-type: none"> - Responsible 	2 min

G. Teaching method / technique

Small group discussion

H. Learning Media

game who listening, Laptop, Sound system, White board, Board marker.

I. Learning source

Internet

j. Evaluation

technique : assessment

from of instrument : written test

scoring guide

written Test : number of correct answer x 3

Kudus, Juni 2016

English teacher

Practitioner

Hanifah, S.Pd.
NIP.

Fatichatin Nabella
201132051

Exercise

Listen carefully to your teacher!

Based on your teacher description, retell the description at least three sentences!



LESSON PLAN (2ND MEETING)

School : SMP IT AL ISLAM KUDUS

Subject : English

Class : VII / I

Time allocation : 2 x 40 minutes

Skill : Listening

Material : Descriptive text

G. Standard Competence

Listening

Understanding the meaning of short functional texts and simple monolog text of descriptive in daily life context.

H. Basic Competence

Responding to the meaning in transactional conversation (To get things done) and interpersonal (social) very simple accurately, fluently and thankful to interact with the immediate environment that involves speech acts : asking and giving opinions and express their and dislikes, ask for clarification, and respond interpersonal.

I. Indicators

- Complete the sentence gaps in the conversation.
- Identifying the form descriptive text from conversation that was heard.

- Comprehending the content of the conversation that was heard.

J. Learning Objective

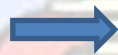
- Comprehend the sentence gaps in the conversation.
- Identifying the form of personal descriptive from conversation that was heard.
- Understand the content of the conversation that was heard.

K. Teaching material

Personal Descriptive Text

Personal descriptive text is a text which say what a person or thing is like and to describe and reveal a particular person, place, or thing.

ORIENTATION



The Eiffel Tower

The Eiffel Tower is located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable building in the world. The tower is the highest building in Paris and the most-visited monument in the world; millions of people visit it every year.

The engineer Gustave Eiffel came up with his name for this tower. The tower was built as the entrance arch to the 1889 World's Fair.

DESCRIPTION



The tower is 324 metres (1,063 ft) tall, and as height as an 81-story building. Upon its completion, it is higher than the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; but, due to the addition in 1957 of the antenna, the tower is now higher than the Chrysler Building and it is the second-tallest structure in France after the 2004 Millau Viaduct.

L. The Learning Step

NO	Teacher Activity	Students Activity	Character Building	Time
1	Pre Activites			
	<ul style="list-style-type: none">- Greeting the students- Praying- Checking the attendance list- Doing appreciation	<ul style="list-style-type: none">- The students answer the greeting- The students pray- The students give response- The students	politeness	3 min

		give responses		
2	Main Activities			
	<ul style="list-style-type: none"> - Delivering listening task - The teacher gives mask or cover mouth - The teacher gives instruction what should they do - The teacher show how to play the game who listening - Teacher ask students to submit their listening task - Teacher divide the students into 5 group, each group consits of 5 students - The teacher give the students time to discuss with their group - The teacher read the 	<ul style="list-style-type: none"> - Students pay attention - The students watch, listen carefully and do the listening task - The students play the game according to the teacher instruction - The students discuss the answer of listening task 	- Confidence	

	<p>question.</p> <ul style="list-style-type: none"> - The teacher start the game who listening 	<ul style="list-style-type: none"> - The representative of the group answer the teacher question (The fast will be the winner) - The students accept the teacher's reward 		
	<ul style="list-style-type: none"> - The teacher give reward to the students - The teacher connect between the game who listening with the material 	<ul style="list-style-type: none"> - The students pay attention 		
3	Post Activities			
	<ul style="list-style-type: none"> - Teacher does reflection by asking what they feel and concludes the material 	<ul style="list-style-type: none"> - The students respond the teacher conclusion 	<ul style="list-style-type: none"> - Responsible 	2 min

G. Teaching method / technique

Small group discussion

H. Learning Media

game who listening, Laptop, Sound system, White board, Board marker.

I. Learning source

Internet

j. Evaluation

technique : assessment

from of instrument : written test

scoring guide

written Test : number of correct answer x 3

Kudus, Juni 2016

English teacher

Practitioner

Hanifah, S.Pd.
NIP.

Fatichatin Nabella
201132051

Exercise

Listen carefully to your teacher!

Based on your teacher description, retell the description at least three sentences!



LESSON PLAN (3RD MEETING)

School : SMP IT AL ISLAM KUDUS

Subject : English

Class : VII / I

Time allocation : 2 x 40 minutes

Skill : Listening

Material : Descriptive text

M. Standard Competence

Listening

Understanding the meaning of short functional texts and simple monolog text of descriptive in daily life context.

N. Basic Competence

Responding to the meaning in transactional conversation (To get things done) and interpersonal (social) very simple accurately, fluently and thankful to interact with the immediate environment that involves speech acts : asking and giving opinions and express their and dislikes, ask for clarification, and respond interpersonal.

O. Indicators

- Complete the sentence gaps in the conversation.
- Identifying the form descriptive text from conversation that was heard.

- Comprehending the content of the conversation that was heard.

P. Learning Objective

- Comprehend the sentence gaps in the conversation.
- Identifying the form of personal descriptive from conversation that was heard.
- Understand the content of the conversation that was heard.

Q. Teaching material

Personal Descriptive Text

Personal descriptive text is a text which say what a person or thing is like and to describe and reveal a particular person, place, or thing.

ORIENTATION



The Eiffel Tower

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The engineer Gustave Eiffel came up with his name for this tower. The tower was built as the entrance arch to the 1889 World's Fair.

DESCRIPTION

The tower is 324 metres (1,063 ft) tall, and as height as an 81-story building. Upon its completion, it is higher than the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; but, due to the addition in 1957 of the antenna, the tower is now higher than the Chrysler Building and it is the second-tallest structure in France after the 2004 Millau Viaduct.

R. The Learning Step

NO	Teacher Activity	Students Activity	Character Building	Time
1	Pre Activites			
	<ul style="list-style-type: none">- Greeting the students- Praying- Checking the attendance list- Doing appreciation	<ul style="list-style-type: none">- The students answer the greeting- The students pray- The students give response- The students	politeness	3 min

		give responses		
2	Main Activities			
	<ul style="list-style-type: none"> - Delivering listening task - The teacher gives mask or cover mouth - The teacher gives instruction what should they do - The teacher show how to play the game who listening - Teacher ask students to submit their listening task - Teacher divide the students into 5 group, each group consits of 5 students - The teacher give the students time to discuss with their group - The teacher read the 	<ul style="list-style-type: none"> - Students pay attention - The students watch, listen carefully and do the listening task - The students play the game according to the teacher instruction - The students discuss the answer of listening task 	<ul style="list-style-type: none"> - Confidence 	

	<p>question.</p> <ul style="list-style-type: none"> - The teacher start the game who listening 	<ul style="list-style-type: none"> - The representative of the group answer the teacher question (The fast will be the winner) - The students accept the teacher's reward 		
	<ul style="list-style-type: none"> - The teacher give reward to the students - The teacher connect between the game who listening with the material 	<ul style="list-style-type: none"> - The students pay attention 		
3	Post Activities			
	<ul style="list-style-type: none"> - Teacher does reflection by asking what they feel and concludes the material 	<ul style="list-style-type: none"> - The students respond the teacher conclusion 	<ul style="list-style-type: none"> - Responsible 	2 min

G. Teaching method / technique

Small group discussion

H. Learning Media

game who listening, Laptop, Sound system, White board, Board marker.

I. Learning source

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j. Evaluation

technique : assessment

from of instrument : written test

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written Test : number of correct answer x 3

Kudus, Juni 2016

English teacher

Practitioner

Hanifah, S.Pd.
NIP.

Fatichatin Nabella
201132051

Exercise

Listen carefully to your teacher!

Based on your teacher description, retell the description at least three sentences!



LESSON PLAN (4TH MEETING)

School : SMP IT AL ISLAM KUDUS

Subject : English

Class : VII / I

Time allocation : 2 x 40 minutes

Skill : Listening

Material : Descriptive text

S. Standard Competence

Listening

Understanding the meaning of short functional texts and simple monolog text of descriptive in daily life context.

T. Basic Competence

Responding to the meaning in transactional conversation (To get things done) and interpersonal (social) very simple accurately, fluently and thankful to interact with the immediate environment that involves speech acts : asking and giving opinions and express their and dislikes, ask for clarification, and respond interpersonal.

U. Indicators

- Complete the sentence gaps in the conversation.
- Identifying the form descriptive text from conversation that was heard.

- Comprehending the content of the conversation that was heard.

V. Learning Objective

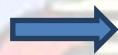
- Comprehend the sentence gaps in the conversation.
- Identifying the form of personal descriptive from conversation that was heard.
- Understand the content of the conversation that was heard.

W. Teaching material

Personal Descriptive Text

Personal descriptive text is a text which say what a person or thing is like and to describe and reveal a particular person, place, or thing.

ORIENTATION



The Eiffel Tower

The Eiffel Tower is located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable building in the world. The tower is the highest building in Paris and the most-visited monument in the world; millions of people visit it every year.

The engineer Gustave Eiffel came up with his name for this tower. The tower was built as the entrance arch to the 1889 World's Fair.

DESCRIPTION



The tower is 324 metres (1,063 ft) tall, and as height as an 81-story building. Upon its completion, it is higher than the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; but, due to the addition in 1957 of the antenna, the tower is now higher than the Chrysler Building and it is the second-tallest structure in France after the 2004 Millau Viaduct.

X. The Learning Step

NO	Teacher Activity	Students Activity	Character Building	Time
1	Pre Activites			
	<ul style="list-style-type: none">- Greeting the students- Praying- Checking the attendance list- Doing appreciation	<ul style="list-style-type: none">- The students answer the greeting- The students pray- The students give response- The students	politeness	3 min

		give responses		
2	Main Activities			
	<ul style="list-style-type: none"> - Delivering listening task - The teacher gives mask or cover mouth - The teacher gives instruction what should they do - The teacher show how to play the game who listening - Teacher ask students to submit their listening task - Teacher divide the students into 5 group, each group consits of 5 students - The teacher give the students time to discuss with their group - The teacher read the 	<ul style="list-style-type: none"> - Students pay attention - The students watch, listen carefully and do the listening task - The students play the game according to the teacher instruction - The students discuss the answer of listening task 	- Confidence	

	<p>question.</p> <ul style="list-style-type: none"> - The teacher start the game who listening 	<ul style="list-style-type: none"> - The representative of the group answer the teacher question (The fast will be the winner) - The students accept the teacher's reward 		
	<ul style="list-style-type: none"> - The teacher give reward to the students - The teacher connect between the game who listening with the material 	<ul style="list-style-type: none"> - The students pay attention 		
3	Post Activities			
	<ul style="list-style-type: none"> - Teacher does reflection by asking what they feel and concludes the material 	<ul style="list-style-type: none"> - The students respond the teacher conclusion 	<ul style="list-style-type: none"> - Responsible 	2 min

G. Teaching method / technique

Small group discussion

H. Learning Media

game who listening, Laptop, Sound system, White board, Board marker.

I. Learning source

Internet

j. Evaluation

technique : assessment

from of instrument : written test scoring guide

written Test : number of correct answer x 3

Kudus, Juni 2016

English teacher

Practitioner

Hanifah, S.Pd.
NIP.

Fatichatin Nabella
201132051

Exercise

Listen carefully to your teacher!

Based on your teacher description, retell the description at least three sentences!

APPENDIX 3

Pre-test, Try Out And Post test

Subject : English

Class : VII

School : SMP IT AL ISLAM Kudus

Time Allocation : 50 minutes

A. Choose the best answer by giving a cross (X) on a, b, c, or d based on the text listening!

Please listen carefully to answer the question number 1-5!

1. What does the text tell us about?
 - a. Feather.
 - b. Colour.
 - c. I have.
 - d. Speaker's pet.
2. What is the speaker's pet?
 - a. squirrel.
 - b. dog.
 - c. Rabbit.
 - d. caty.
3. What does the rabbit like?
 - a. Crying and Mumbling.
 - b. Runnning and Hiding.
 - c. Seeking and Flying.
 - d. Jumping and Seaking.
4. How are the pet's eyes?
 - a. Rounded and Black.
 - b. Big and White.
 - c. Small and black.
 - d. Big and pale.
5. What is the Rabbit favorite food?
 - a. Cucumber.
 - b. Carrot.
 - c. Cabbages.
 - d. Corn.

Please listen carefully to answer the question number 6-10!

6. What does the text tell us about?
 - a. SMP 1 Bogor.
 - b. Park of bogor.
 - c. Great park.
 - d. Our school.

7. Where is the school located?
- a. Near the road. c. Near the great park.
 - b. Near the park. d. Near hospital.
8. How is the school condition?
- a. Dirty and met. c. Comfortable and relax.
 - b. Simple and dirty. d. Cozy and beautiful.
9. What is the facility at school that can support teaching and learning process?
- a. Hot spot area. c. Garden.
 - b. Fish pool. d. Hot spring.
10. What is the extracurricular that the speaker joins?
- a. Basket ball. c. Boyscout.
 - b. Football. d. Dance.

Please listen carefully to answer the question number 11 – 13 !

11. Who is Uncle Martin?
- a. Bob's father. c. My mother's uncle.
 - b. Anne's uncle. d. Aunt Angela's neighbour.
12. Based on the audio recording, how is the physical appearance of Uncle Martin?
- a. He is tall and well-built.
 - b. He has black eyes and a weak face
 - c. He works for a big firm in the city.
 - d. He is not good looking
13. How many children does Uncle Martin have?
- a. One. c. Three.
 - b. Two. d. Four.

Please listen carefully to answer the question 14 – 15 !

14. What does the text tell us about?
- a. My favorite toy. c. A birthday party
 - b. The writer's favorite doll. d. A doll.

15. What are on Becky's face?

- a. White cloth.
- b. Auburn red hair.
- c. Freckles and dimples.
- d. Flower bud prints

Please listen carefully to answer the question 16 – 20 !

16. How old is Peter? He is ... years old

- a. Four.
- b. Fourteen.
- c. Forty.
- d. Ten.

17. The writer is ... years old

- a. Fourteen.
- b. Sixteen.
- c. eighteen.
- d. nineteen.

18. Which of the following statement is NOT TRUE about Peter?

- a. He has long and curly hair.
- b. He has bright eyes.
- c. He is interested in sports.
- d. He plays football and tennis.

19. According to the passage, we know that Peter is

- a. The writer's youngest brother.
- b. He writer's elder brother.
- c. A naughty boy.
- d. A friendly boy

20. Which of the following Statement is TRUE about Peter?

- a. He is not interested in sport.
- b. He plays basketball and rugby.
- c. He is the best badminton player in the family.
- d. He does not play football and tennis.

APPENDIX 4

Audio Script of Pre-test, Post-test and Tryout.

1-5

My Pet

I have a pet a rabbit, it has smoth feather and the colour is white.my pet has rounded black eyes.

My rabbit like jumping and sneaking it favorite food is vegetables especially carrot it also has a little home in park.

I love my pet so much, therefore I always play with it and take care of it.

6-10

My School

I study in SMP 1 Bogor, my school is so cozy and beatiful, my school is near the great park of Bogor.

In my school has many kind of flower plants and trees. It is also so clean, there is no trash around it.

My school also has a fish pool, it also has a hot spot area to support the teaching and learning process. My school also has some extra lesson and I join one of them it is boyscout extra curriculler.

11-13

My Uncle

My Uncle Martin is my mother's elder brother. He is my favourite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house. He is about 45 with grey hair. He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work. Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the United States. He is visiting the firm's customers there. He is very fond of the sea. He has a boat at seaside. He goes there every weekend in summer to sail it. I sometimes stay with my cousins at

their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat.

14-15

My Doll

My favourite toy is a doll. I named my doll Becky. I got it in my 12th birthday. My dad bought it for me when he was in England. Becky is 16 cm tall doll with plastic head, arms, and legs and a white cloth stuffed body. Her body is covered with yellow, orange, and green flower bud prints. She has a long auburn-red brush-able hair, green eyes. There are freckles on her cheek. There are also two dimples near her mouth on the left and on the right. They make her more beautiful. I put her at my side when I sleep at night. I like my doll very much. I sometimes ask my friends to come to my house and play with Becky. They like Becky too.

16-20

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.



APPENDIX 5

Key Answer of Try Out, Pre-Test,Post Test

- | | |
|-------|-------|
| 1. D | 11. A |
| 2. C | 12. A |
| 3. D | 13. B |
| 4. A | 14. A |
| 5. B | 15. C |
| 6. A | 16. B |
| 7. C | 17. C |
| 8. D | 18. A |
| 9. A | 19. A |
| 10. C | 20. C |

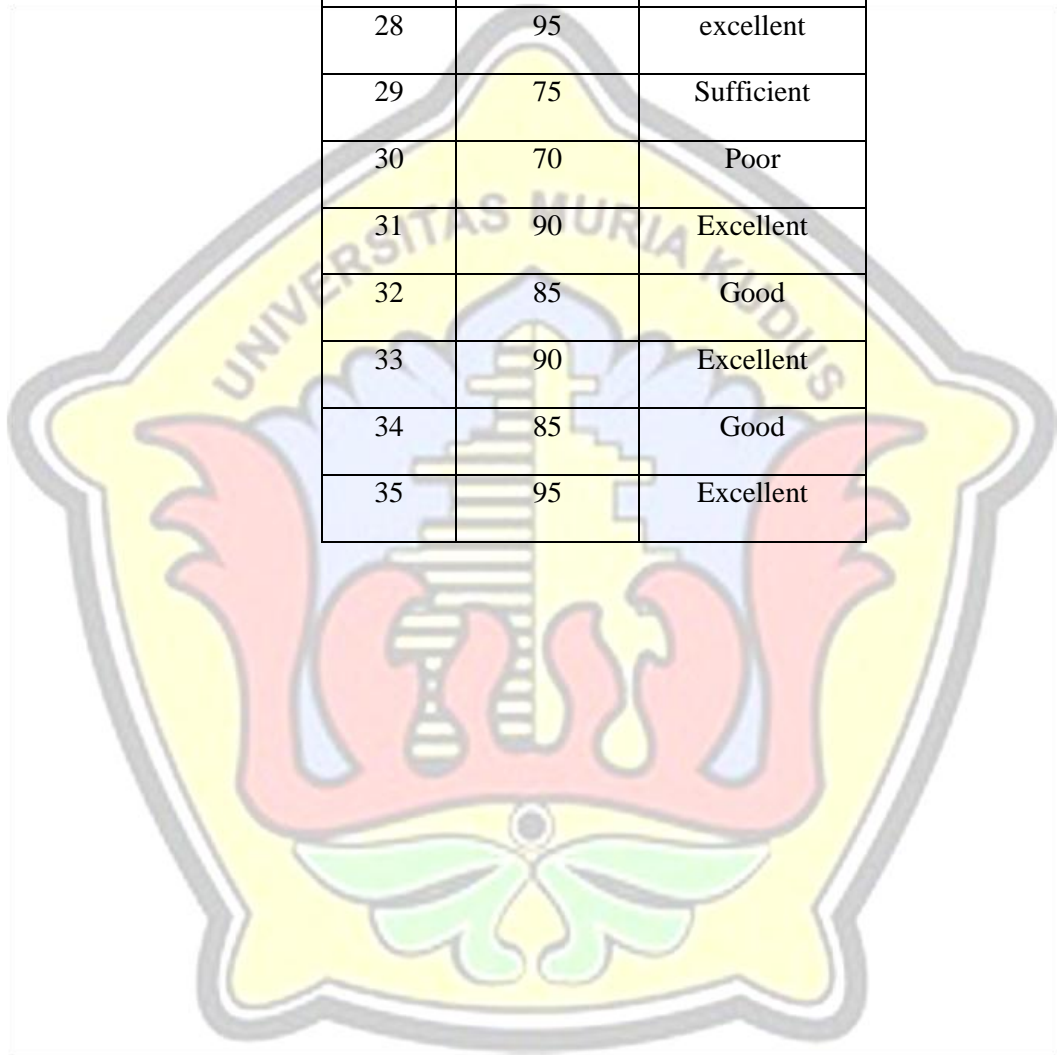


APPENDIX 6

Score of Tryout

Number	Score	Criteria
1	90	Excellent
2	95	Excellent
3	85	Good
4	80	Good
5	90	Excellent
6	85	Good
7	80	Good
8	90	Excellent
9	95	Excellent
10	75	Sufficient
11	80	Good
12	75	Sufficient
13	65	Poor
14	90	Excellent
15	80	Good
16	85	Good
17	90	Excellent
18	75	Sufficient
19	80	Good
20	85	Good
21	80	Good
22	85	Good

23	90	Excellent
24	80	Good
25	85	Good
26	95	Excellent
27	80	Good
28	95	excellent
29	75	Sufficient
30	70	Poor
31	90	Excellent
32	85	Good
33	90	Excellent
34	85	Good
35	95	Excellent



APPENDIX 7

THE FINDING OF CALCULATION OF MID SEMESTER TEST REALIBILITY HELD IN SMP IT AL ISLAM KUDUS

No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	odd (x)	even (y)	Score	X2	Y2	XY
1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	9	8	17	81	64	72
2	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	9	8	17	81	64	72
3	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	0	9	7	16	81	49	63
4	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9	10	19	81	100	90
5	1	1	0	1	1	1	1	1	0	0	1	0	1	0	0	0	1	1	0	0	6	5	11	36	25	30
6	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	9	9	18	81	81	81
7	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	10	9	19	100	81	90
8	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	7	8	15	49	64	56
9	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	0	7	7	14	49	49	49
10	1	1	1	1	1	0	1	1	0	0	1	0	1	0	0	0	1	1	0	0	7	4	11	49	16	28
11	0	1	1	1	1	0	1	1	0	0	1	0	1	1	0	0	1	1	0	0	6	5	11	36	25	30
12	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	8	8	16	64	64	64
13	1	0	1	1	1	0	1	1	0	0	1	0	1	1	0	0	1	1	0	0	7	4	11	49	16	28
14	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	9	8	17	81	64	72
15	1	1	1	1	1	0	1	1	0	0	1	0	1	1	0	0	1	1	0	0	7	5	12	49	25	35
16	1	1	1	1	1	0	1	1	0	0	1	0	1	1	0	0	1	0	0	0	7	4	11	49	16	28
17	1	1	0	1	1	0	1	1	0	0	1	0	1	1	0	0	1	1	0	0	6	5	11	36	25	30
18	0	1	1	1	1	0	1	1	0	0	1	0	1	1	0	0	1	1	0	0	6	5	11	36	25	30
19	0	1	1	1	1	0	1	1	1	0	1	0	1	1	0	0	1	1	0	1	7	6	13	49	36	42
20	1	0	1	1	1	1	1	1	0	0	1	0	1	1	0	0	1	1	0	0	7	5	12	49	25	35
21	0	1	1	1	1	0	1	1	1	0	1	0	1	1	0	0	1	1	0	0	7	5	12	49	25	35
22	1	0	1	1	1	0	1	1	0	0	1	0	1	1	0	0	1	1	0	0	7	4	11	49	16	28
23	1	1	1	1	1	0	1	1	0	0	1	0	1	1	0	0	1	1	0	0	7	5	12	49	25	35
24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	10	20	100	100	100
25	1	1	1	1	1	0	0	0	0	0	1	0	1	0	1	1	1	1	0	0	7	4	11	49	16	28
26	1	1	1	1	1	0	1	1	0	0	1	0	1	1	0	0	1	1	0	0	7	5	12	49	25	35
27	0	0	1	1	1	0	1	0	0	0	1	0	1	1	0	1	0	1	0	0	5	4	9	25	16	20
28	1	1	1	1	1	0	1	1	0	0	1	0	1	1	0	0	1	1	0	0	7	5	12	49	25	35
29	1	0	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1	1	0	0	8	4	12	64	16	32
30	1	1	1	1	1	0	1	1	0	0	1	0	1	1	0	0	1	1	0	0	7	5	12	49	25	35
31	1	1	1	1	1	0	1	1	0	0	1	0	1	0	0	0	1	1	0	0	7	4	11	49	16	28
32	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	0	0	7	7	14	49	49	49
33	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	0	9	6	15	81	36	54
34	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1	1	0	0	8	5	13	64	25	40
35	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	9	9	18	81	81	81
TOTAL																					264	212	476	2.042	1.410	1.660

APPENDIX 8

The Finding of Calculation of MID Semester Test of Reliability Held in SMP IT AL Islam Kudus.

$$\begin{aligned} r_{xy} &= \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{(N\sum x^2 - (\sum x)^2)\{N\sum y^2 - (\sum y)^2\}}} \\ &= \frac{35 \times 1.660 - (264)(212)}{\sqrt{\{(35 \times 2.042 - (264)^2)\{35 \times 1.410 - (212)^2\}}} \\ &= \frac{58.100 - 55.968}{\sqrt{\{(71.470 - 69.696)(49.350 - 44.944)}} \\ &= \frac{2.132}{\sqrt{1.774 \times 4.406}} \\ &= \frac{2.132}{\sqrt{7.816.244}} \\ &= \frac{2.132}{2.795.7} = 0.76 \\ \\ r_{11} &= \frac{2.r \times y}{1 + r \times y} \\ &= \frac{2 \times 0,76}{1 + 0,76} = \frac{1.52}{1,76} = 0,86 \text{ (considered as perfectly reliable)} \end{aligned}$$

APPENDIX 9

Data Frequency Distribution of Pre-test.

Score	F	Percentage
40 – 46	2	6%
47 – 53	3	9%
54 – 60	10	29%
61 – 67	7	20%
68 – 73	5	14%
74 – 80	8	23%
Total	35	100%

APPENDIX 10

Table for Calculating the Mean of Pre-testthe Teaching Listening of the Seventh Grade Students of SMP IT AL Islam Kudus before by Using Games Who Listening in Academic 2016/2017.

Score	F	Mid Points (m)	Frequency X m
40 – 46	2	43	86
47 – 53	3	50	150
54 – 60	10	57	570
61 – 67	7	64	448
67 – 73	5	70	350
74 – 80	8	77	616
Total	35		2.260

$$\text{Mean (X)} = \frac{\Sigma f m}{N}$$

$$= \frac{2.260}{35}$$

$$= 64,57$$

$$= 64,6$$

APPENDIX 11

**Table for Calculating the Standard Deviation of Pre-test Teaching
Listening of the Seventh Grade Students of SMP IT AL ISLAM Kudus
before by Using Game Who Listening.**

Score	F	Mid Points (m)	$M - \bar{X}$	$(M - \bar{X})^2$	$F(M - \bar{X})^2$
40 – 46	2	43	$43 - 64.6 = -21.6$	466.56	933.12
47 – 53	3	50	$50 - 64.6 = -14.6$	213,16	639,48
54 – 60	10	57	$57 - 64.6 = -7.6$	57.76	577.6
61 – 67	7	64	$64 - 64.6 = -0.6$	0.36	2.52
67 – 73	5	70	$70 - 64.6 = 5.4$	29.16	145.8
74 – 80	8	77	$77 - 64.6 = 12.4$	153.76	1230,1
Total	35				3528.62

$$SD = \sqrt{\frac{\sum f(m - \bar{x})^2}{N}}$$

$$= \sqrt{\frac{3528.62}{35}}$$

$$= 10.03$$

$$= 10$$

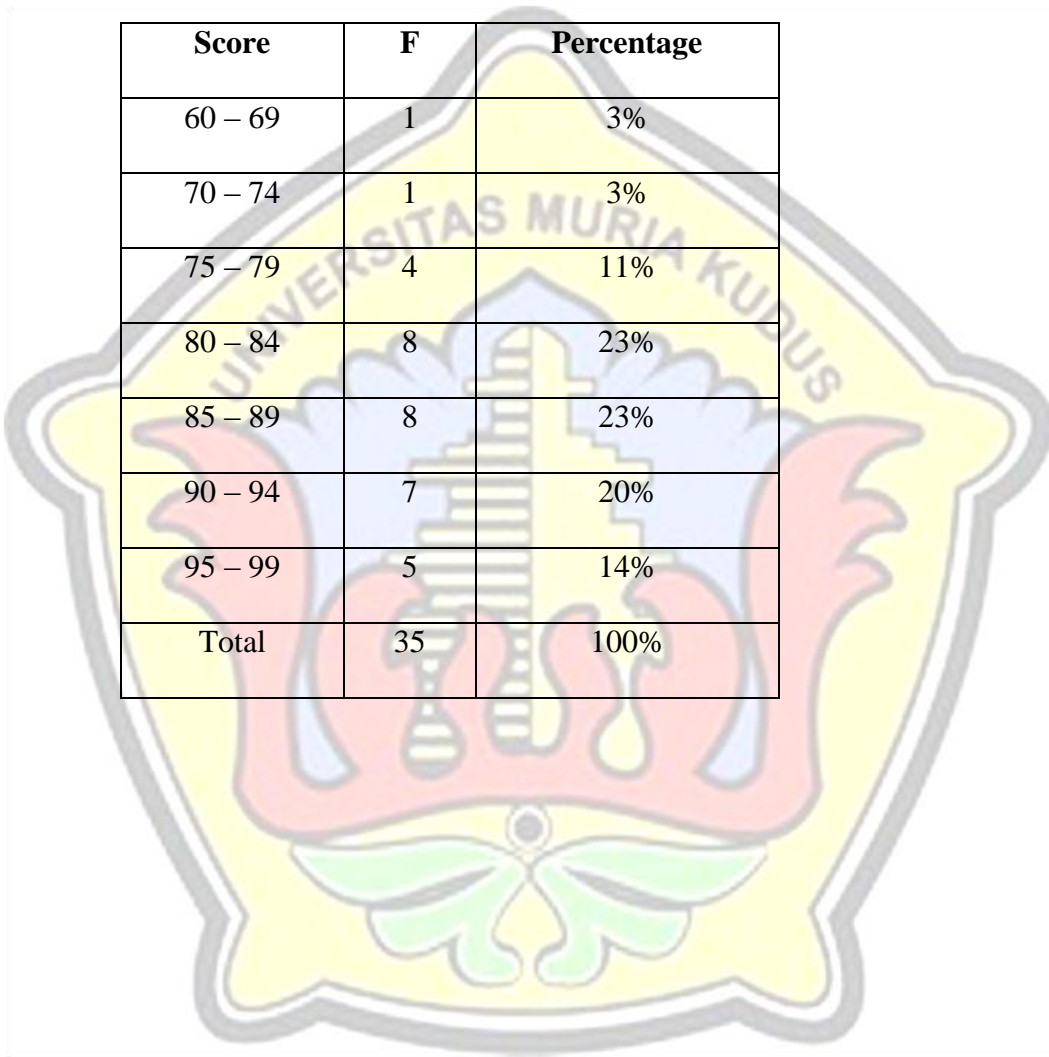
APPENDIX 12

Table The Pre-test of Listening Ability for The Seventh Grade Students of SMP IT AL Islam Kudus Before Being Taught by Using GamesWho Listening in Academic Year 2016/2017.

Number	Score	Criteria
1	65	Poor
2	65	Poor
3	70	Sufficient
4	50	Poor
5	55	Sufficient
6	70	Good
7	65	Poor
8	60	Poor
9	65	Poor
10	75	Good
11	60	sufficient
12	45	Poor
13	50	Poor
14	80	Good
15	40	Poor
16	55	Poor
17	60	Poor
18	60	Poor
19	70	Sufficient
20	65	Poor
21	75	Good
22	80	Good
23	75	Good
24	60	Sufficient
25	50	Poor
26	65	Poor
27	75	Good
28	75	Good
29	70	Sufficient
30	60	Poor
31	75	Good
32	60	Poor
33	65	Poor
34	55	Poor
35	70	Poor

APPENDIX 13

The Frequency Distribution of Listening for the Seventh Grade Students of SMP IT AL ISLAM Kudus by using Games who Listening in Academic Year 2016/2017.



Score	F	Percentage
60 – 69	1	3%
70 – 74	1	3%
75 – 79	4	11%
80 – 84	8	23%
85 – 89	8	23%
90 – 94	7	20%
95 – 99	5	14%
Total	35	100%

APPENDIX 14

Table for Calculating the Mean of Post test the Listing Ability of the Seventh Grade Students of SMP IT AL Islam Kudus after by Using Games Who Listening in Academic 2016/2017.

Score	F	Midpoints (m)	Frequency x midpoints (f x m)
65-69	1	67	67
70-74	1	72	72
75-79	4	77	308
80-84	8	82	656
85-89	8	87	696
90-94	7	92	644
95-99	5	97	485
Total	35		2.928

$$\text{Mean (X)} = \frac{\sum f m}{N}$$

$$= \frac{2.928}{35}$$

$$= 83,66$$

$$= 83,7$$

APPENDIX 15

Table for Calculating the Standard Deviation of Post test the Teaching Listening of the Seventh Grade Students of SMP IT AL ISLAM Kudus before by Using Game Who Listening.

Score	F	Mid Points (m)	$M - \bar{X}$	$(M - \bar{X})^2$	$F(M - \bar{X})^2$
65 – 69	1	67	$67 - 83.7 = -16.7$	278.89	278.89
70 – 74	1	72	$72 - 83.7 = -11.7$	136.89	136.89
75 – 79	4	77	$77 - 83.7 = -6.7$	44.89	179.56
80 – 84	8	82	$82 - 83.7 = -1.7$	2.89	23.12
85 – 89	8	87	$87 - 83.7 = 4.7$	22.09	176.72
90 – 94	7	92	$92 - 83.7 = 9.7$	94.09	658.63
95 - 99	5	97	$97 - 83.7 = 14.7$	222.01	1.110.05
Total	35				2563.86

$$SD = \sqrt{\frac{\sum f(m - \bar{x})^2}{N}}$$

$$= \sqrt{\frac{2563.86}{35}}$$

$$= 8,56$$

$$= 8,6$$

Appendix 16

The score of Post Test of Teaching Listening for the Seventh Grade Students of SMP IT AL ISLAM Kudus by Using Games Who Listening in Academic Year 2016/2017.

Number	Score	Criteria
1	90	Excellent
2	95	Excellent
3	85	Good
4	80	Good
5	90	Excellent
6	85	Good
7	80	Good
8	90	Excellent
9	95	Excellent
10	75	Sufficient
11	80	Good
12	75	Sufficient
13	65	Poor
14	90	Excellent
15	80	Good
16	85	Good
17	90	Excellent
18	75	Sufficient
19	80	Good
20	85	Good
21	80	Good
22	85	Good
23	90	Excellent
24	80	Good
25	85	Good
26	95	Excellent
27	80	Good
28	95	excellent
29	75	Sufficient
30	70	Poor
31	90	Excellent
32	85	Good
33	90	Excellent
34	85	Good
35	95	Excellent

APPENDIX 17

Table for Calculating Differences Square Differences and Sum of Differences

Number	Pre-Test Score	Post Test Score	D	D ²
1	65	90	25	625
2	65	95	30	900
3	70	85	15	225
4	50	80	30	900
5	55	90	35	1.225
6	70	85	15	225
7	65	80	15	225
8	60	90	30	900
9	65	95	30	900
10	75	75	0	0
11	60	80	20	400
12	45	75	30	900
13	50	65	15	225
14	80	90	10	100
15	40	80	40	1600
16	55	85	30	900
17	60	90	30	900
18	60	75	10	100
19	70	80	10	100
20	65	85	20	400
21	75	80	10	100
22	80	85	5	25
23	75	90	15	75
24	60	80	20	400
25	50	85	35	1.225
26	65	95	30	900
27	75	80	5	25
28	75	95	20	400
29	70	75	5	25
30	60	70	10	100
31	75	90	15	75
32	60	85	20	400
33	65	90	25	625
34	55	85	30	900
35	70	95	25	625
TOTAL			710	20.800

$$\overline{D} = \frac{\sum D}{N} = \frac{710}{35} = 20.3$$

$$\begin{aligned} t &= \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N \cdot (N-1)}}} = \frac{20.3}{\sqrt{\frac{20.800 - \frac{504.100}{35}}{35 \cdot (35-1)}}} \\ &= \frac{20.3}{\sqrt{\frac{20.800 - 14.402,8}{1.190}}} \\ &= \frac{20.3}{\sqrt{\frac{6.397,2}{1.190}}} \\ &= \frac{20.3}{\sqrt{5.37}} = \frac{20.3}{2.32} = \frac{35}{4} = 8.75 \end{aligned}$$

APPENDIX 18

Selecting The Sampling Distribution and Establishing The Critical Region

Sampling distribution = t distribution

$$N = 35$$

$\alpha = 0.05$ two tailed test

$$df = (N-1)$$

$$= 35 - 1$$

$$= 34$$

$$t (\text{critical}) = \pm 2.034$$



Formulir B6



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KARTU BIMBINGAN

Nama
Nim/semester
Program studi
Pembimbing

Fatichatin Nabella
2011-32-051
Pendidikan Bahasa Inggris
1. Diah Kurniati, S.Pd, M. Pd
2. Agung Dwi Nurcahyo, SS, M. Pd

No.	Hari/ Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan		Ket
			Pembim- bing	Maha- siswa	
1.	21/Januari 2016	Bab I Pengantar			hus!
2.	22/Februari 2016	Chapter I			hus!
3.	29/February 2016	Chapter I			hus?
4.	6/march 2016	Chp I-II			hus!

5.	31/3-16	Chapter I Chapt II	Φ	col mag
6.	29/4-16	Chapt. II - III	Φ	col kpp
7.	2/5-2016	Chapter 2, 3, 4 (Proposal)	Φ	col kpp
8.	30/06-2016	kpp	Φ	col
9.	30/06-2016	Chapter 3, 4, 5, 6, 7, 8, 9	Φ	col - Test - Syllabus - Plan
10.	3/7-2016	by student	Φ	Φ
11.	3/7-2016	Chapter, I, II, III, IV	Φ	Φ
11.	8/8-	testment	Φ	col

12	08/11/2016	Chapter IV	John	Penise
13	3/12/2016	Chapter IV, V	John	Ok.
14	17/12/2016	Chapter IV, V, VI	John	Penise and Culture!
15	6/12/2016	Chapter I-III	John	Penise
16	24/12	Chapter I-III	John	Penise
17	27/12	Chapter IV	John	Penise
18	20/12	Chapter V-VI	John	Penise
19	13/1/2017	Chapter IV, V, VI	John	Ok

19.	7/1-12	xi-vi	21
20.	16/1	ad dpt	21
21	4/1-20/7	ad dpt	21
22	18/1-24	ad dpt	21

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PENETAPAN PEMBIMBING SKRIPSI

Nomor : 096/FKIP.UMK/PBI.SMT.GASAL/XII/2015

Dengan hormat, kami memberikan tugas kepada :

1.	Nama Dosen	: Diah Kurniati, S.Pd, M.Pd
	NIP/NIS	: 0610701000001190
	Jabatan/Pangkat/Golongan	: Lektor / Penata / III c
2.	Nama Dosen	: Agung Dwi Nurcahyo, SS, M.Pd
	NIP/NIS	: 0610701000001187
	Jabatan/Pangkat/Golongan	: Asisten Ahli/ Penata Muda Tk. I / III b

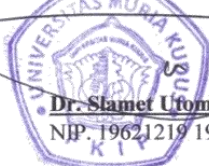
Untuk berturut-turut menjadi Pembimbing I dan II Skripsi yang akan ditulis oleh mahasiswa :

Nama	: Fatichatin Nabella
NIM/Semester	: 2011-32-051/IX
Jumlah SKS Diperoleh / IPK	:
Program Studi	: PENDIDIKAN BAHASA INGGRIS
Tema/Judul	: Listening Ability to the Seventh Grade Students of SMP IT Al-Islam Kudus Taught by Using Games Who Listening

Mohon untuk dilaksanakan sesuai dengan ketentuan yang berlaku.

Kudus, 04 Januari 2016

Menyetujui
Dekan FKIP



Dr. Slamet Utomo, M.Pd.
NIP. 19621219 198703 1 015

Ka. Prodi PBI

Diah Kurniati, S.Pd., M.Pd.
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KETERANGAN SELESAI BIMBINGAN

Yang bertanda tangan di bawah ini:

nama : Diah Kurniati, S.Pd, M.Pd
NIP : 0610701000001190
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nama : Agung Dwi Nurcahyo, SS, M.Pd
NIS : 0610701000001167
Jabatan : Pembimbing II

menerangkan bahwa

nama : Fatichatin Nabella
NIM/Semester : 2011-32-051/XII
program studi : Pendidikan Bahasa Inggris

Telah selesai dalam menjalani bimbingan skripsi dengan judul:

TEACHING LISTENING FOR THE SEVENTH GRADE STUDENTS OF SMP
IT AL ISLAM KUDUS TAUGHT BY USING GAMES WHO LISTENING IN
ACADEMIC YEAR 2016/2017.

Demikian surat keterangan ini dibuat sebagai syarat untuk mengajukan
permohonan ujian terakhir.

Pembimbing II

Agung Dwi Nurcahyo, SS, M.Pd.

Kudus, 17 January 2017
Pembimbing I

Diah Kurniati, S.Pd, M.Pd

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PERMOHONAN UJIAN SKRIPSI

Yang bertanda tangan di bawah ini, saya:

Nama : Fatichatin Nabella
NIM/ Semester : 2011-32-051 / XII
Program Studi : Pendidikan Bahasa Inggris

mengajukan permohonan menempuh ujian skripsi.


Bersama ini kami lampirkan hal-hal sebagai berikut.

1. Surat pernyataan mahasiswa tentang orisinalitas skripsi.
2. Surat keterangan selesai bimbingan skripsi.
3. Naskah skripsi 4 eksemplar.
4. Tanda bukti pembayaran biaya bimbingan dan ujian skripsi.
5. Transkrip nilai yang telah lulus dengan IPK minimal 3,0.

Kudus, 17 Januari 2017

Mengetahui

Ka. Prodi Pendidikan Bahasa Inggris



Diah Kurniati, S.Pd. M.Pd.

NIS. 0610701000001190

Pemohon



Fatichatin Nabella

NIM. 2011-32-051

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STATEMENT

I, Fatichatin Nabella (201132051) state that

My skripsi entitled Teaching Listening for the Seventh Grade Students of SMP IT AL Islam Kudus Taught by Using Games Who Listening in the Academic Year 2016/2017 is indeed the scientific work of mine, not that of others. I only make some certain quotations from others' as references I need to support my skripsi.

I am fully responsible for this statement.

Kudus, 17 January 2017

The writer



Fatichatin Nabella

201132051

CURRICULUM VITAE



Fatichatin Nabella was born on november 17th 1992 in kudos. She is the first daughter of Mr. Mohammad Ali, SH and Mrs. Ely Mulyawati. She only has one brother. Now, she lives in Kudus, Kaliputu. In 1998, she started her educational background in the kindergarten

in Kudus then, she continued her study in MI ALMANNAR and graduated in 2005. For Junior High School, she studied in SMP IT AL ISLAM Kudus and graduated in 2008. Then, she continued to study in SMA 2 BAE KUDUS and graduated in 2011. After that, she studied in Muria Kudus University majoring English Education Department.

